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CURRENT SERIAL RESOURCES

# EDUCATION'S TRAINING

1967/68

CONTINUING EDUCATION FOR THE FEDERAL COMMUNITY

GRADUATE SCHOOL UNITED STATES DEPARTMENT OF AGRICULTURE



UNITED STATES DEPARTMENT OF AGRICULTURE

Orville L. Freeman, Secretary of Agriculture

GRADUATE SCHOOL

GENERAL ADMINISTRATION BOARD

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Administration

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trification Administration

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cultural Research Service

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NICHOLAS J. OGANOVIC, Executive Director,  
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EDWARD M. SHULMAN, General Counsel

HARRY C. TRELOGAN, Administrator, Statistical  
Reporting Service

DIRECTOR

JOHN B. HOLDEN

THE WHITE HOUSE  
WASHINGTON  
August 22, 1968

No man - and no nation - can be both ignorant and free.

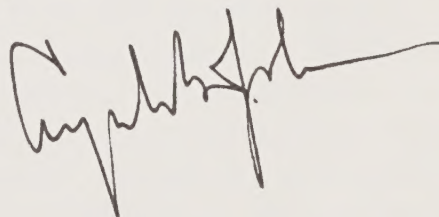
Freedom from ignorance, therefore, must come first if we are ever to be free from war, from poverty, and from all the emotional and social ills of hate, prejudice, crime, violence, and apathy.

Such freedom will be achieved only when every individual can obtain all the education and training he needs to develop his talents to their full potential - to achieve his own destiny - and to make his contribution to life.

We adults must become oriented to problem solving - both at home and abroad. A broad attitudinal change is needed now for all adults in areas of human dignity, opportunity for responsible citizenship, economic development, and particularly, world peace.

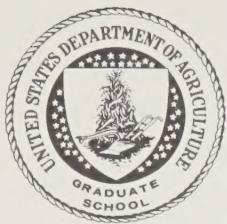
To make this attitudinal change possible, opportunities for continuing adult education must be extended in every community, in every State, to all who can benefit. The example of the U.S. Department of Agriculture's Graduate School, where adults teach and learn together, should be emulated more widely. Federal, State, and local governments must join forces to provide more education aid for those who need and want it.

Our nation was founded on the principle of the dignity and worth of the individual. It still rests on that foundation. Let us each, as individuals, join together to share and develop the talents of each one of us - and we will together build and enjoy the greatness of which our society, our Nation, is capable.









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GRADUATE SCHOOL  
CONTINUING EDUCATION  
FOR THE FEDERAL  
COMMUNITY

*Newsletter*

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September 3, 1968

1967-68 ANNUAL REPORT

HIGHLIGHTS OF THE YEAR

Enrollments in Graduate School courses for 1967-68 again topped previous records, totalling better than 23,500.

After several years of concentration on instructional improvement, we have published the Faculty Handbook. Already, many requests for the book have been received from people throughout the U. S. Our own faculty has been especially appreciative.

RESIDENT EVENING PROGRAM

Evening program registrants totalled 17,256, as compared with 16,885 in the previous year. This represented 8,561 in the fall semester, 6,885 in the spring semester, and 1,813 in the summer session. These statistics are especially encouraging in light of the difficulties that beset the Washington community during the past year, especially during the summer session. The "Poor People's" march, the bus strike, and increasing crime in the streets were factors that might easily have cut into the desire of Federal workers to take evening courses.

The evening program demonstrated great strength in the variety of course offerings and in the reception these received from the student body. Courses were given in a wide spectrum of fields, including biology, English and foreign languages, mathematics, computer sciences, and statistics. Also well represented were the fields of office techniques, shorthand, and Federal procedures. In the physical sciences, chemistry, physics, geology, pharmacology, meteorology, and oceanography were outstanding. The social sciences were represented by many courses in economics, psychology, sociology, philosophy, and history. Engineering, surveying and mapping, the fine and graphic arts, and photography were active, with substantial course offerings.

Significantly, too, the evening program contained courses intimately related to community problems and development. Among these were courses on poverty programs, civil rights, racial conflict, environmental pollution, juvenile delinquency, urban economics, and others.



## SPECIAL (DAY) PROGRAM

During the past school year, over 4,500 were enrolled in more than 240 classes conducted by the special program department - 1,000 enrollments more than the previous year. Seventeen new courses were developed and offered in management, professional development, computer sciences, and scientific subjects.

A number of courses were designed and provided on a contract basis for various agencies. One of the most ambitious and successful was a series of ten one-week workshops in Community Economic Development conducted for the Small Business Administration; five were held in Silver Spring, Maryland and five in Denver, Colorado. A long week-end seminar on the contributions of the Behavioral Sciences to the management of large complex organizations was designed and conducted for administrative assistant secretary members of the Executive Officers' Group and key representatives of the Budget Bureau and Civil Service Commission.

Approximately 40 overseas participants from 25 different nations enrolled in courses in the Economics of Agricultural Development, Computer Sciences, Public Administration and Agricultural Development over a period of nine or ten months. This was a cooperative program with Census, AID, Agriculture, and Foreign Agricultural Organization to prepare for the 1970 World Census of Agriculture.

## CORRESPONDENCE PROGRAM

The Correspondence program enrolled 1,691 new students in 25 courses during 1967-68. The number of active students during the year was 4,262, compared with 4,445 the previous year.

Due to the revision of a number of existing courses, only one new course (415C INTRODUCTION TO OFFICE LAYOUT) was added during fiscal 1968. However, several new courses are in the planning stage for the current year with emphasis on additional data processing courses.

The program staff serviced some 14,234 student lessons in 1967-68.

## EDUCATIONAL TELEVISION

"Success in Supervision" experienced another successful year reaching thousands in the Washington Metropolitan area via WETA-TV, Channel 26 and countless others throughout the country through rental and sale of films produced from the videotapes.

With the cooperation of the Civil Service Commission and WETA-TV, a new multi-media training program for secretaries was planned and developed. Nineteen Federal agencies participated in the curriculum planning and field



testing of materials. The Civil Service Commission, working with WETA-TV, is presently producing the telecasts and they will offer the program during the coming year.

### PUBLIC LECTURES

In the fall, five public lectures were held on "Providing Quality Environment In Our Communities." Speakers included: Kenneth B. Clark, "The Quality of Life"; Phillip H. Hoff, "Rural Communities"; Barry Commoner, "Balance of Nature"; Constantinos A. Doxiadis, "Of Urban and Rural Forces"; Orville L. Freeman, "Rural Renaissance."

In the spring, the following lectures were presented at the Plant Industry Station at Beltsville, Maryland: Joseph E. Varner, "Plant Hormones and the Regulation of Protein Synthesis"; Carl P. Swanson, "Chromosomal Organization and the Control of Development"; John G. Torrey, "Cell Division in Relationship to Morphogenesis and Cytodifferentiation"; Frederick C. Steward, "From Cell to Plant: A Study of Development."

### PRESS AND INFORMATION PROGRAM

The Graduate School Press published three books in 1967-68:

LAND USE PRINCIPLES: A Reading and Discussion Guide by Ben Osborn;  
CREATIVE FEDERALISM: The William A. Jump-I. Thomas McKillop Lectures/  
1966 edited by Donald Nicoll; and  
REVOLUTION OF IDEALS: Critical Issues and Decisions, Series IV edited  
by Dee W. Henderson.

PROVIDING QUALITY ENVIRONMENT IN OUR COMMUNITIES edited by Ward W. Konkle went to press in July. ACCOUNTING SYSTEMS IN U. S. GOVERNMENT AGENCIES, compiled by Thomas C. Canada will go to press in early August. ACCOUNTING SYSTEMS IN U. S. GOVERNMENT AGENCIES will be the required text for the evening course, Federal Government Accounting. FEDERAL PERSONNEL PROCEDURES, compiled by Henry C. Starns, was revised. FEDERAL PERSONNEL PROCEDURES is the textbook required for the evening and correspondence course of the same title.

The 1968 Publications Catalog and two brochures to advertise CREATIVE FEDERALISM and REVOLUTION OF IDEALS were printed in April. These were mailed to 18,000 addresses which included members and subscribers to the American Society for Public Administration, political science professors, college and university libraries, and purchasers of Graduate School Press publications.

### SCHOLARSHIPS

Scholarships were provided under the Charles Murphy Endowment Fund to



needy individuals including five outstanding graduates of Job Corps Centers. A contribution of \$1,100 was left to this fund in the memory of Jo Brice Wilmeth, a former faculty member.

### BUSINESS OPERATIONS

Some progress has been made in systematizing select functions of the business office. We are using the peg board method for the check writing operation and this coming year we plan to improve our system of disbursements, and income and expense control in the Special Program Department.

A new audit firm, Peat, Marwick, Mitchell & Co., which specialized in educational institutions, has been employed.

Our investments have been diversified as authorized by the General Administration Board. We now have Government securities, savings and loan certificates, and selected common stock.

### ANNUAL DINNER

More than 800 people attended our Annual Faculty Dinner in the Diplomatic Functions Area of the State Department last September 8. The Honorable John W. Gardner, then the secretary of Health, Education and Welfare, spoke on "Excellence in Education."

### MONTHLY FACULTY LUNCHEONS

Monthly faculty luncheons, through the year, featured a number of outstanding speakers including, Andrew Hendrickson whose topic was, "Principles of Adult Learning"; Cleveland L. Dennard who spoke on, "An Educational Bridge for Developing Technical Manpower"; Carl Stover, "Educating the Risen Generation"; Sterling Hendricks, "The Nature of Modern Physical Science"; Louis Bright, "Technology and Higher Education"; Charles F. Austin, "Management's Self-Inflicted Wounds"; Robert Smith, "Behavior in Organizations"; and Brice Ratchford, "Continuing Education Needs of Our Society."

### ORGANIZATION AND STAFF

Secretary Freeman appointed Dr. Edward M. Shulman, General Counsel, Department of Agriculture, to the General Administration Board.

During the year the Graduate School had the following staff appointments:

Herman E. Valentine became Executive Officer.

Mrs. Marilyn Grantham succeeded Miss Lala

Curry as Head of Correspondence Program.

Mrs. Dolores Moran has taken over the position of Manager of the Bookstore, Everett Love having reported for active duty in the U.S. Army.



## COMMITTEE CHAIRMANSHIP CHANGES

Department of Technology - Dr. Harry P. Kramer replaced Dr. Frederick C. Durant, III, who resigned.

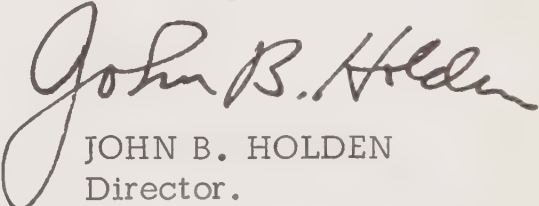
## GOALS FOR 1968/69

1. To conduct a self-evaluation study of the Graduate School, resulting in a Master Plan for guiding Graduate School activities during the next five to ten years.
2. To explore, design, and implement one or more leadership training programs for government and community leaders involved in social change and action.
3. To employ automation procedures more fully. We hope to integrate student registration and statistical data with accounting and budget information to yield more pertinent, evaluation, and control of school activities.

-#-#-#-

During this school year the Director and Assistant Director were granted sabbatical leaves. The one for travel around the world, the other for research and writing. Both are appreciated. We find it satisfying to work with the Board, the staff, committee members, and the students. During this coming year Mr. Fulker will be giving primary emphasis to goal number one. I am confident that he will have everyone's continued cooperation.

Sincerely yours,

  
JOHN B. HOLDEN  
Director.

# ANNUAL FACULTY DINNER

Department of State Auditorium

September 3, 1968

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Master of Ceremonies

The Honorable Joseph M. Robertson

Assistant Secretary for Administration, Department of Agriculture

Presentation of Certified Statements of Accomplishment

Mrs. Constance G. Coblenz, Registrar

Presentation of Twenty-Year Awards

John B. Holden, Director

Evaluation

Edmund N. Fulker, Assistant Director

Remarks

Dr. Frank Farner

President, Federal City College

Reception - John Quincy Adams Room

Buffet Dinner - Benjamin Franklin Room

Adjournment



## CERTIFIED STATEMENTS OF ACCOMPLISHMENT

### ACCOUNTING

Elisha A. Carter  
Walter S. Krystopik  
Edward C. Prender, Jr.  
Muriel Seid  
John I. Strylowski

### ADMINISTRATIVE PROCEDURES

Thomas C. Aston  
John A. Bell  
Laura C. Desmond  
Florence M. Haynesworth  
Margaret D. Holly  
Anthony R. Loriso  
Mary E. Nethercott  
Judith D. Prevo  
Charles L. Renninger  
James E. Roach  
Nathaniel Russ  
Eli Turner  
Janie L. Wooden

### EDITORIAL PRACTICES

John R. Bernick  
Lena W. Bolton  
Cyreal W. Hoernemann  
Simone Simonsen

### GRAPHIC ARTS

Margaret L. Carr  
Benjamin L. Franklin  
James L. Hopewell  
Ernest Long  
Helen R. Spurzem  
James R. Vechery

### LIBRARY TECHNIQUES

Doris M. Brown  
Richard R. Dier  
Annie L. Dudley  
Roy A. Glammeyer  
Marjorie M. Groom  
Betty L. Legagneux

### LIBRARY TECHNIQUES (Continued)

Brenda L. Maillard  
Patricia Malley  
Anzella J. Mitchell  
Merian E. Robbins  
Emerson Spear  
William L. Yagodich

### NATURAL HISTORY FIELD STUDIES

Richard A. Nelson  
Earle A. Payne

### OCEANOGRAPHY

John E. Miletta  
Richard H. Tibbets  
Walter J. Tudor

### PUBLIC ADMINISTRATION

(UNDERGRADUATE)

Charles F. Leavens

(ADVANCED)

Henry J. Bayer  
Merci Hernandez  
Lovell McClanahan  
Joseph K. Woodburn  
William L. Yagodich

### STATISTICS

Gaylord A. Capes  
Harold W. Sager

### SURVEYING AND MAPPING

Ronald L. Brooks

### SYSTEMS DESIGN

David W. Johnston  
Charles A. Thomas

### TWENTY-YEAR AWARDS TO FACULTY AND COMMITTEE MEMBERS

Robert T. Hall

Cannon Hearne

Albert R. Materazzi

### THIRTY OR MORE YEARS OF SERVICE

Phillip Brown

James Cavin

Susan Harman

B. Ralph Stauber

Bennett S. White

THE GOALS OF THE DEPARTMENT OF AGRICULTURE IN  
EDUCATION AND TRAINING FOR THE POOR

The Department of Agriculture first turned serious attention in 1961 to the men, women and children who inhabited the fields and woodlands that had been its almost exclusive concern for nearly a century.

We began to think in terms of people as well as of land. We began to speak out for the silent poor, the 14 million deprived Americans living with little dignity, and less hope, in the open country, on the farms, and in the villages and towns.

We believed then as we do today that they deserve, as a matter of simple justice, a fair share of the national effort and the national resources, and we began a serious attempt to address our programs and our personnel to the broader problems of rural poverty as well as to our traditional food, forestry and agriculture mission.

Since that time, we have mustered a substantial array of legislative and administrative programs designed to help rural people to move into the mainstream of the economy, to help local leaders create the opportunity for jobs in Town and Country America.

Besides our own programs, involving almost all agencies and ranging from single loans for boxed-in, non-commercial farmers to Resource Conservation and Development projects embracing many counties, we have identified about 200 Federal programs outside USDA that would help rural people.

Our Rural Community Development Service is persuading the administrators of these programs to direct a share of their funds and effort to rural as well as urban America. Eighty-seven of these programs are now operating in the countryside.

Our Technical Action Panels, organized by USDA in every state and in 3,000 counties, make it possible for any rural village, town or individual to get help in locating the government agency - within or outside the USDA - that can best help it to get better schools, better health services or stimulate development.

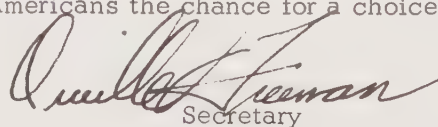
Rural people are using these programs. The migration from country to city had slowed by more than half by 1965; the countryside's share of the Nation's non-farm job growth increased from 20 percent to 27 percent from 1962 to 1966; our files bulge with stories of individuals who have lifted themselves above the poverty line with USDA help, and of communities on the way back from decay and despair.

We have made dramatic progress, but we have a long way to go.

Our goal is illuminated well in this statement by a North Carolina mother at the Symposium on Communities of Tomorrow here last December:

"We don't want to leave our homes. We don't want our children to have to leave to find employment ... They go to the cities because maybe somebody there will take a look around and help them up. They have the potential. They can do it. So we don't want them to leave, but they have no other choice."

And that is our goal in USDA - to give all Americans the chance for a choice.

  
Secretary



THE GOALS OF THE DEPARTMENT OF LABOR IN  
EDUCATION AND TRAINING FOR THE POOR

If I were to suggest a motto for the Department of Agriculture Graduate School it would be: Never Too Late. We need only look at the 23,000 enrollees in the school this past year.

Never Too Late is also what education and training for the disadvantaged is about. There are hundreds of thousands of people in this country whom many thought could not be educated or trained. The Nation's new manpower training, development and employment programs, administered by the Department of Labor, are proving otherwise.

Most recently, with the cooperation of the National Alliance of Businessmen and financial support from Federal manpower programs, these people are being enrolled in basic education and skills courses, learning because they want to be earning.

People will learn, if they have something to learn for - a job. The Department of Agriculture Graduate School is one of the largest and most meaningful bridges between learning and earning in this country; the tragedy is that so few others exist.

Yet there is barely time to stop and congratulate ourselves. For the next challenge the Nation is facing, - and facing right now - is whether the government - at local, state, and Federal levels - can provide employment opportunities for the disadvantaged.

Meeting this challenge will require:

- Pre-employment education and training, associated directly with the process of entry, to help the disadvantaged qualify for the Federal Civil Service.

- Greater efforts to use the authority of the 1958 Government Employees Training Act to train and upgrade lower-level employees, as well as professional and administrative employees.

- Training of administrators and supervisors at all levels to understand the needs of disadvantaged subordinates and to develop their capabilities.

If we are sincere in asking private industry to take the above steps, as we are doing, we must act quickly to do them ourselves.

The Department of Labor is now weaving these elements into the Nation's total manpower program, for which it has basic responsibility. The Department of Agriculture Graduate School can play a significant role in this effort.

  
Secretary

## THE GOALS OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE IN EDUCATION AND TRAINING FOR THE POOR

One of our Nation's fundamental goals is to offer each individual the opportunity to develop to his fullest potential and to be all that it is within him to be. That is why our commitment to education and training has reached such unprecedented heights in recent years.

The American people have set in motion a wide variety of programs designed to improve education and training, and to insure equality of opportunity. The Department of Health, Education, and Welfare plays a key role in this effort. It is responsible for administering most of the new programs at the Federal level.

The problems facing our country call for an educated and adaptable citizenry in a healthy and dynamic economy. The quick tempo of technological progress makes job-oriented training and retraining more important than ever before. The productive citizen cannot afford to stop learning. He needs to be prepared for jobs that may change drastically during the course of his working lifetime and for jobs that may not even be in existence.

In a democracy, there is an even more compelling reason for education of the highest possible quality. Only well-educated, well-informed, and highly motivated people can make the kinds of decisions needed in our increasingly complex world.

We must begin the educational process as early in life as possible. We must raise the quality of elementary and secondary education. We must make sure that every boy and girl with talent and ability has the opportunity for a higher education. And we must make provision for education as a life-long process, with opportunities for training available to people whenever and wherever the need may arise.

This is a job not only for the Nation's educational institutions, but also for government, business, and for our communities. We cannot prepare ourselves for the future unless every building is in part a schoolhouse, every American in part a student, and education is a continuing process throughout the life of all citizens.

The Department of Health, Education, and Welfare is committed to this goal. It works with hundreds of agencies, public and private, and with thousands of individuals in a constructive partnership toward better education for every American.

A handwritten signature in dark ink, reading "William J. Cohen". The signature is fluid and cursive, with a small dot at the end.

Secretary



THE GOALS OF THE DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT  
IN EDUCATION AND TRAINING FOR THE POOR

On August 1, when President Johnson signed into law the Housing and Urban Development Act of 1968, he called it a "Magna Charta for the American city." It is indeed as the Latin indicates, a great charter - of renewed hope for the three-quarters of our 200 million people who live in America's urban centers.

This legislative package is the most massive national commitment in our history to redress the grievances of our urban populations - not only those who suffer as victims of poverty, wretched housing, ill health and unemployment, but all of us who today suffer from the pollution, congestion and frustration that have increasingly victimized our cities over decades.

It commits \$5.8 billion to these tasks. It creates 12 new programs. It re-enacts and expands seven others. Its most exciting promise is that it can begin to build or rebuild nearly 1.5 million housing units for lower-income families over three years - as a downpayment on a ten-year goal of six million housing units, enough to provide a decent, safe and sanitary dwelling alternative to the six million substandard housing units that now are the only alternative for 20 million Americans.

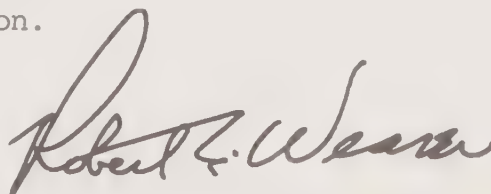
Obviously this is a major effort in housing for the poor. It will inevitably mean major efforts as well in training and jobs. But this legislative effort goes far beyond housing.

It provided \$1 billion for the Model Cities Program - the first urban aid program in our history to attempt the reconstruction of entire neighborhoods where urban problems are most severe.

The Model Cities Program is uniquely significant precisely because it goes beyond housing. Each Model City will have a major housing effort in its model neighborhood. It will have a large component of building and rebuilding public facilities and other physical structures.

But it can and must also go beyond physical reconstruction to embrace the entire range of human services in education, employment, economic development, medical and health programs, public and social services - and many others - that are now lacking in these neglected neighborhoods.

This is new, different, experimental and massive. Its greatest potential is that the model neighborhood in perhaps 140 urban areas can point the way to revitalize the total urban environment - human and physical - in every urban center across this urban nation.

A handwritten signature in dark ink, appearing to read "Robert C. Weaver". The signature is fluid and cursive, with a large, sweeping initial "R".

Secretary

THE GOALS OF THE OFFICE OF ECONOMIC OPPORTUNITY IN  
EDUCATION AND TRAINING FOR THE POOR

Education, or rather the lack of education, is one of the primary factors in the perpetuation of poverty. Recognizing this, the Office of Economic Opportunity is involved in the area of education in a number of innovative ways that relate directly to efforts to end poverty.

Two widely known and highly regarded OEO programs are Head Start and Upward Bound, though both are much more than educational programs, involving as they do other vital supportive services. The OEO has also funded a Navajo community school and a community college on the Arizona reservation, four demonstration projects to involve urban community colleges in surrounding ghetto areas, tutorial projects and community education projects such as "block schools."

Our experiences of the past four years demonstrate that we have made substantial and meaningful progress in the development of hitherto unknown or unrecognized talents among many of the poor. More than 50 percent of the employees of more than 1,000 local Community Action Agencies are nonprofessional residents of the areas served - who were poor until employed. About 85,000 nonprofessionals were employed by local poverty programs in the last fiscal year in both full and part-time jobs. The success of OEO's efforts to provide new careers for the poor, has influenced a number of other agencies and institutions in the employment of residents of low-income areas.

The problem of what to do with the hard-core unemployed is another major area of concern in OEO. One of the first steps taken by War on Poverty forces to reduce ghetto unemployment was the creation of the Job Corps. In addition to OEO, the Departments of Labor, Commerce, and Health, Education, and Welfare are involved in Manpower and training through programs delegated by the Office of Economic Opportunity, or through supportive services.

Community Action Agencies are also active in hundreds of communities in finding jobs for individuals and referring the unemployed to programs and training that lead directly to jobs.

In these three areas, education, jobs and training, OEO has sought to establish ladders of opportunity to help the poor help themselves out of poverty.

  
Acting Director





GOVERNMENT OF THE DISTRICT OF COLUMBIA  
EXECUTIVE OFFICE

WASHINGTON, D.C. 20004

"ADULT EDUCATION WEEK"

September 2 - 8, 1968

WALTER E. WASHINGTON  
Commissioner  
THOMAS W. FLETCHER  
Assistant to the Commissioner

BY THE COMMISSIONER OF THE DISTRICT OF COLUMBIA

A PROCLAMATION

WHEREAS, education is the path that leads our people to their indispensable rights--to earn a respectable living and to be accepted as equally productive members of the community; and

WHEREAS, the complexity of life has been immeasurably heightened by the growth of knowledge, new means of mobility, and increased population; and

WHEREAS, some 300,000 adults in the District of Columbia can profitably return to school for training in literacy, employment skills, and meeting their responsibilities as parents and citizens; and

WHEREAS, high-quality, comprehensive education to meet existing and new needs of adult learners is a fruitful investment for the vitality, security, and prosperity of our citizens:

NOW, THEREFORE, I, THE COMMISSIONER OF THE DISTRICT OF COLUMBIA, do hereby proclaim the period from September 2 - 8, 1968, as "Adult Education Week," and urge each citizen to look at his role in our dynamic society and consider how he can improve his opportunities through continuing his education.

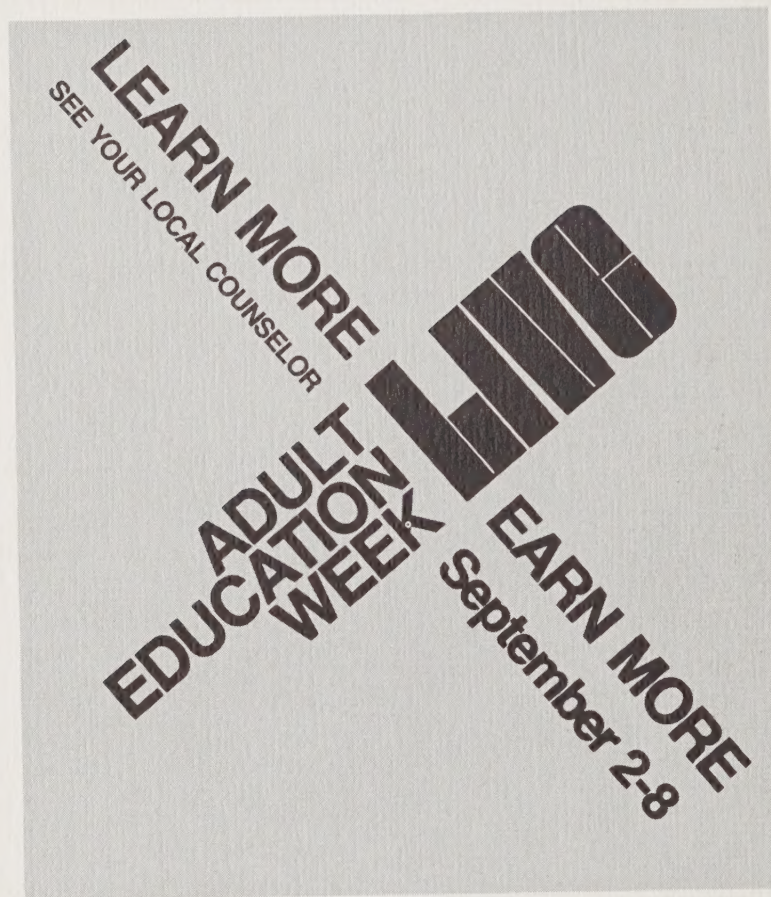
We further call upon all civic, business, and religious organizations, government agencies and other public services and the communications media to cooperate in this important endeavor by calling attention to this proclamation and giving publicity and support.

*Walter E. Washington*  
COMMISSIONER OF THE DISTRICT OF  
COLUMBIA  
August 10, 1968









Sponsored by ADULT EDUCATION ASSOCIATION OF GREATER WASHINGTON